

The Classical Outlook

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QUAM PRIMUM INCIPIATUR!

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LET CHILDREN begin language early—just as early as possible! If this is valid for the modern languages, why is it not equally so for Latin? Of course, at an early age children cannot be expected to have concern for forms and grammar. Latin has much else of value to offer them. An early start would give them the vowel sounds according to the European pattern (and so lay the foundation for the correct pronunciation of a European language studied later), help them to recognize common roots, whet their appetites for the study of Latin later, give them an enriched background for that study, and ensure to large numbers of children a *happy*, even though brief, experience with Latin.

Have we perhaps too long ignored the source of hostile community attitudes towards the maintenance of Latin in the curriculum of the secondary school? Is it not the boys and girls whom we have permitted to dislike Latin, or to fail in it, who have, as men and women, spread the contagion of their discontent throughout the community? The children in our classes are the taxpayers of tomorrow, who will say whether or not public money shall be expended for the teaching of Latin. Those who dislike Latin have frequently done satisfactory work in it, but they have studied it according to a method which taught them forms and constructions, without at the same time giving them any sense of the human drama of Caesar or even of his story. For one reason or another these people know nothing of the changes in methods that have taken place in the last twenty-five years, that there is now a "new testament of love" under which interesting connected Latin is read from the first day, with the knowledge of forms and grammar built up so gradually that the process is pleasant and gives a sense of security, so that the results are personally satisfying. The tragedy is that the numbers so studying Latin become increasingly smaller. It is our immediate problem to swell those numbers and to provide an experience so

TO HIS LYRE

(Anacreontic)

By CLYDE MURLEY
Northwestern University

I wish to tell of heroes old;
I wish to sing of Cadmus bold.
The lyre, its chords, in all their tone,
Re-echo still with love alone.

I changed the strings the other day,
And all the harp refashioned lay.
I tried to sing the labors dire
Of Heracles; and yet the lyre

Replied with love's melodious lays.
From us farewell, in coming days,
Ye heroes; for my strings propose
To sing amours, and only those.

personally worth while that our students will be our best missionaries to a public sadly in need of enlightenment. *Quality* must not, and need not, be sacrificed to reach this goal. It is attainable if we will but make some changes in our ideas as to who should study Latin, when and how he should begin, and how long he should keep at it. Above all, it means adapting methods at the beginning stage to the needs and capacities of the many.

I personally believe that all normal children can profitably study *some* Latin, and I should like to tell you of a project planned for elementary schools in Washington. A series of units, to be correlated with elementary school units in language arts and mythology, has been compiled, which can be used by any teacher (whether Latin-trained or not), at any grade level, in any sequence, and singly or in groups. These units comprise: Four or five English words from each of fourteen common Latin verb roots; the Latin sources for twenty-eight given names; a long list of such familiar expressions as *tempus fugit*, *status quo*, etc.; twenty-six common abbreviations, with the Latin words for which they stand, and their meanings; Roman numerals; origins of the names of the months and of thirteen constellations; names of Roman deities, with a characterization of each and its Greek counterpart; twenty-two of the commonest

classical allusions; twelve common Latin words with their corresponding forms in English, French, Spanish, and Italian; a few interesting word histories, as for *cab*, *candidate*, *circus*, etc.; twenty-three Latin words with the same form and spelling in English; thirteen arithmetic terms, with their Latin parents; twenty-three government terms; mottoes of especial interest in the Washington environment; the Salute to the Flag in Latin; and the Lord's Prayer in Latin. The issuance of these units as "Latin" is designed to make children (and their teachers!) aware of the aliveness of the Latin all about them in everyday living, and to enrich already existing studies. There is no need to displace anything already in the curriculum, in order to make room for them.

Starting at an early age helps avoid the impression that Latin is a "dead" language, since all emphasis is upon its living features as met in daily experience. Moreover, the contact is with Latin in its most painless and (to children) most pleasant guise, so that the important first impression is one of a friendly, illuminating, and interesting subject, which it would be a pleasure to learn for its own sake. This whetting of the appetite is important, for the chances of increased enrollments at the secondary level should be improved if children come up from the elementary school with a bias *pro*, instead of *contra*, the study of Latin. To the objection that we would then have too many children of low ability trying Latin, who had no business to study it, and who would thus be doomed to failure, I would reply merely that that depends upon when and how they start and how long they stay with it. But one thing is certain: We shall not be able to have Latin "majors" in college, or even to maintain continuing classes in the high schools, unless we start with a broad base of *many* children and far enough down as to grade level, and then eliminate the un-able gradually as we go along, *not* by waiting until we have to fail them, but by wise counselling as any given individual reaches what is for him the point beyond which he cannot be expected to be successful. By bidding him at this point a friendly farewell, and guiding him with our blessing into a more promising field (instead of keeping him and groan-

ing over having to teach "dead wood"), it is possible that we can do something about creating that much-needed friendly community attitude toward Latin.

Experience seems to indicate that up to and including the eighth grade language learning is largely imitative and memoritive, and is furthered by the use of dramatizations, games, and songs—devices mistakenly regarded by some as mere play. Beginning with the ninth grade the reasoning faculty comes more to the fore, and if pupils are not permitted to start Latin until then, there must be some basis of selection, in order to avoid needless failures. But selection inevitably reduces the base from which the real specialists can be selected.

Latin in the eighth grade can be begun with some of the oral techniques of the modern language approach, from which pupils derive great satisfaction because they are *using* language to express ideas. Beginning a class period with a few minutes of oral dialogue creates an atmosphere of interest and reality in which to set to work. Questions like "Quid agitis hodie?" "Qui dies est hodie (erat heri, erit cras)?" "Quaenam est tempestas hodie?", followed by Latin answers given chorally or individually, help children to feel that Latin concerns them and that it makes sense. It is our experience also that pupils respond just as naturally, and even automatically, to all routine classroom directions in Latin as they do to the same in English, and that they find this much more fun.

With a textbook which teaches the elemental things through simple Latin dialogues, children *use* Latin instead of *talking about* it. These dialogues permit of many variations and dramatizations which resourceful teachers lead pupils to develop for themselves, and the constant repetition of identical correct patterns in interestingly varied situations results in a satisfying sense of security with respect both to vocabulary and to form. The horizontal learning of verb forms, regardless of conjugations, as is natural in dialogues, enables pupils to see the invariable endings for person and the variable vowels preceding the endings. To pupils the latter are merely vagaries in spelling, but ample written and oral drills fix the correct vowels. Thus also children learn functionally the forms of different declensions and the concepts of case and agreement.

Demands for *mastery* of forms are necessarily limited in the eighth grade. We ask only the first two declensions and the present, imperfect, future, and perfect tenses of the first two conjugations, plus the very commonest prepositions. Pupils are trained to derive all new forms and constructions from their incidence

VERGIL'S BIRTHDAY

The great Roman poet Vergil was born on October 15, 70 B.C. Why not celebrate his birthday, in Latin class, club, or assembly? For materials see page 10.

in a reading context. As the number of new forms increases, so does the emphasis on the reading function. And always children are learning Latin with the stress, even in drills, on the meanings of forms; i.e., Latin is taught as a means of expressing ideas. Naturally a reading context contains many forms not in our list of demands for mastery, so that pupils get a large recognitional vocabulary from other declensions and conjugations contained in the stories through which they learn something of myths, legends, and Roman or Greek history.

Our objectives for the eighth grade are: mastery of the forms cited above, building up of just as extensive a vocabulary as pupils can take, learning much of the material contained in our elementary school units, and developing the power to get the sense from a Latin context without continual vocabulary-thumbing. For this latter aim pupils must take each word as it comes in the Latin order, translate the possible or probable meaning of the ending before that of the root, and finally render the whole in acceptable English. This method pays dividends in that it eliminates the sense of fear in attacking the unknown, and it lays a secure foundation for real sight-reading later. This gradual, easy, and meaningful approach to Latin in the initial stage of its study entails no hardship for the gifted pupil, for he is the one who will profit most from the assurance that comes with the gradual up-building of skills. At the same time it enables a great many more of the just average boys and girls who will make up the bulk of our citizenry to get at least a rudimentary acquaintance with the language and to be successful in their study as far as

they pursue it. That is certainly better for the body politic than no Latin at all.



OFFICERS OF THE AMERICAN CLASSICAL LEAGUE, 1950-51

Officers of the American Classical League for 1950-51 are as follows: President, Walter R. Agard; University of Wisconsin; Vice-Presidents, Anna P. MacVay, of Athens, Ohio, Sterling Dow, of Harvard University, Franklin B. Krauss, of the Pennsylvania State College, and E. J. Burrus, S. J., of St. Charles College, Grand Coteau, Louisiana; Secretary-Treasurer, Henry C. Montgomery, Miami University; Director of the Service Bureau for Classical Teachers, W. L. Carr, University of Kentucky; Editor of THE CLASSICAL OUTLOOK, Lillian B. Lawler, Hunter College; Business Manager of THE CLASSICAL OUTLOOK, Henry C. Montgomery, Miami University; Honorary Presidents, W. L. Carr, of the University of Kentucky, and B. L. Ullman of the University of North Carolina.

These officers are *ex officio* members of the Council.

Elective members of the Council of the American Classical League are as follows: Dorothy Park Latta, of the Lenox School, New York City; George A. Land, of Newton High School, Newtonville, Massachusetts; Della Vance, of West View High School, Pittsburgh, Pennsylvania; Jonah W. D. Skiles, of the University of Kentucky; Fred S. Dunham, of the University of Michigan; and Norman J. DeWitt, of the University of Minnesota.

In addition, there are fifteen other members of the Council, elected by various classical organizations as their representatives. Any association "wholly or mainly devoted to the promotion of classical studies," and enrolling at least one hundred and fifty members, is entitled to such representation. The names of persons representing these organizations will be furnished upon request by the secretaries of the several associations. Officers of associations entitled to representation on the Council are invited to communicate with Professor Henry C. Montgomery, Miami University, Oxford, Ohio, the Secretary-Treasurer of the American Classical League.

The Executive Committee of the Council consists of the President, the Secretary-Treasurer, and Dorothy

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Park Latta, Mars M. Westington of Hanover College, Della Vance, and F. Stuart Crawford, of Boston University.

The Finance Committee of the Council consists of the President, the Secretary-Treasurer, and Goodwin B. Beach, of Hartford, Connecticut.

Members *ex officio* of the Council are Pauline E. Burton, of Libbey High School, Toledo, Ohio, Chairman of the Committee on Public Relations; Essie Hill, of Little Rock, Arkansas, Chairman of the Committee on Classical Clubs; Estella Kyne, Chairman of the Committee on the Junior Classical League; and Clyde Murley, of Northwestern University, Chairman of the Committee on Special Memberships.



COMMITTEE CHAIRMEN

President Walter R. Agard has announced the names of chairmen of important special committees of the American Classical League, as follows: Committee on Classical Texts, Alston H. Chase, of Phillips Academy, Andover, Mass.; Committee on the Classics in Humanities Courses, Norman T. Pratt, Jr., University of Indiana; Committee on Medical Greek and Latin, L. R. Lind, University of Kansas; Committee on Recruiting Latin Majors and Teaching Majors, Ortha L. Wilner, Milwaukee State Teachers College; Committee on the Latin Institute for 1951, Franklin B. Krauss, The Pennsylvania State College.



INFORMATION, PLEASE!

Please send to the Director of the American Classical League Service Bureau, Miami University, Oxford, Ohio, a postal card giving the name

and address of the presiding officers of your state and local organizations of teachers of the classics, and also the time and place of the next meeting of each of these organizations. Armed with this information, the Director will try to provide for all those attending the meetings lists of mimeographs and other materials which may be obtained at low cost from the Service Bureau.

—W. L. CARR, Director



THE JUNIOR CLASSICAL LEAGUE

The National Committee on the Junior Classical League consists of the following persons: Chairman, Miss Estella Kyne, Wenatchee, Wash. (Publicity); Miss Lourania Miller, Dallas, Texas (Federations); Sister M. Concepta, University City, Mo. (Programs); Miss Augusta Gibbons, Sharon, Pa. (Membership); Dr. Stewart I. Gay, Monticello, N. Y. (Bulletin).

State Chairmen for Federations are as follows: Arizona, Miss Anna C. Schlichter, North Phoenix High School; Florida, Miss Lynnette Thompson, Florida State University; Idaho, Miss Mary Hogarth, Boise High School; Kansas, Miss Lorina Knoll, Kingman High School; Kentucky, Miss Mary Wood Brown, Lexington High School; Louisiana, Dr. Carolyn E. Bock, Northwest State College; Michigan, Miss Helene Wilson, Dearborn High School; Minnesota, Miss Marion Parkos, Fairmont High School; Missouri, Miss Helen C. Gorse, Hanley Junior High School, University City; Montana, Mrs. Mabelle Irvin, Whitefish High School; Pennsylvania, Miss Adeline E. Reeping, Latrobe High School;

Texas, Miss Mildred Sterling, Waco High School; Virginia, Mrs. W. L. Lynn, Clifton Forge High School; District of Columbia, Miss Elizabeth Shields, Hyattsville (Md.) High School.

Persons interested in the Junior Classical League are asked to communicate with some member of the Committee.

LETTERS FROM OUR READERS

A PARADE

Miss Essie Hill, of Little Rock, Arkansas, Chairman of the Committee on Latin Clubs of the American Classical League, writes:

"In September, S.P.Q.R., the Latin Club of the Philippi (West Virginia) High School, was represented in the Barbour County Street Fair parade by a Roman soldier on horseback. His costume was very colorful, and followed that of the early Roman warrior; he carried a shield with the club letters across it. He received much favorable comment and attention. The club was organized the preceding March; this was the first time, therefore, that the club had been represented in the parade."

VERGIL ON THE RADIO

Miss Hill continues:

"The Latin Club of Redford High School, Detroit, Michigan, last spring put on an original radio skit based on Book VI of Vergil's *Aeneid*, entitled 'Out of This World.' They did not know that skits and plays were being judged as a contest, so they were much surprised when they were awarded first place! They recorded the skit and it has since been broadcast over WDTR, the Detroit Schools' Radio Station."

A QUESTIONNAIRE

Miss Hill also writes:

"Miss Edith A. Plumb, of Bulkeley High School, Hartford, Conn., has for two years been surveying Latin clubs in the New England area by means of questionnaires. A total of 60 known Latin clubs have been reached. The clubs represent schools in all six of the New England states. Miss Plumb is planning to send material to the clubs. Schools which do not have Latin clubs report these as reasons: change of Latin teachers; pressure of other extra-curricular activities; lack of pupil demand; too small school enrollment; lack of support by administration; conflict with rules of the school regarding fraternities and sororities. Teachers who

encounter difficulties of this sort may secure advice or help from the national Committee on Latin Clubs."

NATIONAL EDUCATION WEEK

Miss Estella Kyne, of the Wenatchee (Washington) High School, national chairman of the Committee on the Junior Classical League, writes:

"In connection with National Education Week last year, our students put on displays and exhibits in the windows of local business concerns. The Latin students had a half-hour in the window at the light plant. They narrated and pantomimed a Roman school for fifteen minutes, and a Roman meal for fifteen minutes."

A THEME FOR AN ANNUAL

Miss Kyne continues:

"Right now, when schools are thinking about themes for their annual yearbooks, mention might be made of *The Olympic Campus*, the yearbook of Olympic Junior College, Bremerton, Wash. The theme was Greek mythology. Illustrations dealt with Mt. Olympus, the Greek gods and goddesses, Greek art motifs, etc. A picture of Zeus preceded the section on Administration, of Hebe the section on Students, of Poseidon the section on Organizations, of Athena the section on Activities, of Hermes the section on Sports, etc."

ALUMNI DAY

Miss Marion B. Steuerwald, of the Belmont (Mass.) High School, writes as follows:

"Our Latin Club planned an Alumni Day program for the week during which many colleges were still on vacation. Invitations were sent to all our graduates who had been members of the Cicero and Vergil classes of the past five years. They were invited to attend the meeting and to tell the present members of the Club how they were using Latin in their college courses. The chairman was a young man now a sophomore at Harvard University, majoring in the classics.

"Thirteen college students attended, representing Harvard, Radcliffe, Wellesley, Mt. Holyoke, Williams, Dartmouth, Massachusetts Institute of Technology, Smith, and Brown, and the nursing course at the Massachusetts General Hospital. Each spoke briefly, giving concrete uses of Latin in his course. Letters were received from more than twenty others now studying at the colleges named above, and twelve others besides. These letters were read by active members of the Club. All these young people expressed enthusiastic appreciation for the help they were receiving from their study of Latin, especially the

Latin of Cicero and Vergil, and the classical background gained in those courses.

"The principal of our school, the guidance counselors, and several faculty members were present. All agreed that the personal testimony of so many young people was really impressive, and I hope that it will encourage registration in Latin III and IV. The meeting gave an excellent opportunity for community contact with the Latin Department, and for a reunion which the alumni seemed to enjoy thoroughly. Many said they hoped that such a program could become an annual affair.

"Perhaps some other schools would like to use this means of enlisting the active support of many of the most enthusiastic friends of the classics, our recent graduates."

LUDI ROMANI

Miss Edith M. Merritt, of the Muskegon (Michigan) Senior High School, writes:

"We held our second annual Ludi Romani in our high school auditorium, with an attendance of more than 900. Students of Latin in fourteen junior and senior high schools, public and parochial, of this area, within a thirty-mile radius, participated, with their principals, teachers, and parents as guests. We pick a school day for the games—to make non-Latin pupils envious! The games are publicized for several weeks previous to the day set. Our local newspaper sends a feature writer and a photographer to cover the event. Student committees work out the events, and students wear Roman costumes on the day of the Ludi.

"The program consisted of the Salute to the Flag in Latin; the national anthem in Latin; welcoming addresses; a welcoming song; a short play; a dramatic reading; group singing; and various athletic competitions, with music between the events. Refreshments were served, and a farewell song was sung in Latin.

"The athletic events were, in general, those used by the ancients—running, wrestling, throwing the discus, and a 'chariot race.' The high school winning the most points received a trophy.

"The Ludi have had such a spectacular success that next year we hope to include schools in an even wider area."



Bernard R. Gunstra, of Houghton College, and Janice John, of Trinity College, Washington, D. C., tied for first place in the Eta Sigma Phi Greek Translation Contest of 1950.

TENESNE MEMORIA?

By PAULINE EMERSON BURTON
AND HELENE WILSON

Libbey High School, Toledo, Ohio,
and Dearborn (Michigan) High School

COOL, ALMOST misty June morning, expectation in the air, of rain or sunshine, who could say? This was the setting for the thirty-second meeting of the American Classical League at Haverford College, Haverford, Pa. Shades of the past, humid gloom in the present, sunshine promised for the future—so thought at least one who descended from the modern Pullman at Paoli, Pa. Transferring to the local train, one then made a leisurely trip of about an hour to the gently rolling hillside stop at Haverford. There, surprising as it may seem, were two more of the elect, Miss M. Julia Bentley and Dr. Mars M. Westington, who had likewise made their passage by night from the midwest.

Trusting ourselves to the care and guidance of a local taxi-driver, we wound along the curving roads of the lovely campus until suddenly there we were, in front of stately Roberts Hall, rising white and pure in the early light of day—for it was yet only about eight in the morning. Though we were early, several others had preceded us, and were reclining in the comfort of easy chairs, getting in belated snoozes before the program of the day should begin. Naturally, getting acquainted was in order, followed by the query, "Did you have breakfast?" "No, I didn't," was the reply. "Where shall we go?" "Well, perhaps we can get a cup of coffee in the college kitchen." Those who were hungry proceeded to commandeer the next taxi which arrived, and to reverse their trail, to eat at the first Toddle House which presented itself.

After feasting both our stomachs and our eyes—the latter on the urban loveliness of downtown Haverford—again we rode through tortuous lanes of the campus, and were set down in the midst of the sequestered quadrangle of the college. Here all about us rose the lovely white buildings, at least one of which is more than a century old, structures which gave us a feeling of eternity. A gentle rain persisted, to enhance that cloistral hush which our souls, harassed by the struggles of a modern and more sophisticated world, needed for their rehabilitation and rest.

Can you recall the main walk running as a neat diameter across the green from Roberts Hall to the main

Dining Hall, the narrow sidewalks marking its perimeter, the two-story L-shaped dormitories shutting out sight and sound of the harsh world outside? Such mathematical precision suggests the lives of those who designed and fulfilled the plan and left it for us as a symbol of their belief in the unity of spirit 'twixt man and his Maker. Strident voices, raucous laughter, the clamor of traffic here yielded to the solemnity of nature; and without our quite realizing how or why, we too were using low tones, muted to harmonize with the ancestral halls and the small "cheep-cheep" of birds high in the branches of old elms and maples.

Amidst the classical serenity of the landscape, the *amici classici* were greeted smilingly by Professor Raymond T. Ohl, the chairman of the local committee for the Latin Institute, who graciously and efficiently waved "the golden branch amid the shadows," which dispelled the cold and gloom and brought sunshine to our faces. Soon we were being assigned our rooms, and were queuing for blankets, since the night promised to be slightly cooler than the calendar acclaimed. Explicit instructions in regard to promptness at meals and time of departure for bus trips to Valley Forge and the Franklin Institute were given at well-timed intervals, for the information and comfort of the guests.

Dr. Ohl's familiarity with Haverford and its environs proved of inestimable value to all of us who were strangers to this area. Professor Ohl is himself a graduate of Haverford College. Haverford is the oldest Quaker institution of higher learning, founded in 1833. In 1856 it was chartered as a "college" rather than a "school"; and since that time it has become increasingly distinguished as a small college of liberal arts. Those who administer it have high standards of scholarship, a strong belief in the importance of sound ethical judgments, and an appreciation of the place of religion in the life of man. The scholarly atmosphere at Haverford is obviously conducive to the cultural aspects of education in which classical teachers are sincerely interested.

Because of the inclement weather, the tea scheduled to be held in the Library Garden was held in the lounge of the Dining Hall. As guests of Haverford, we were royally welcomed by the local committee, made to feel at home, and assured of a pleasant stay on the campus. This in-

formal gathering afforded a splendid opportunity for members to become acquainted.

The Franklin Institute, which houses the Fels Planetarium, is a civic institution of which Philadelphians may be justifiably proud. There the lecture by Dr. Armand N. Spitz was geared particularly to the background of the teacher of the classics. The graphic presentation of the constellations was a unique feature which contributed greatly to the complete understanding of the lecture, "Classical Mythology in the Stars." Surely anyone who was present that evening would agree that this was a highlight of the meeting, and a treat which one would gladly repeat. Again our good friend, Dr. Ohl, pointed out many buildings of especial interest to the stranger, en route to and from the Planetarium.

On Friday afternoon, on our way to Valley Forge, twenty-three miles from Philadelphia, we passed countless hills upon which we saw arrayed row upon row of "pup tents" and canvas-covered commissary units erected in preparation for the International Boy Scout Jamboree. In viewing these extensive preparations, the observer was reminded of the early tragic history of this spot, in contrast to the present joyful convocation of modern youth. To one seriously thinking of our past history, pathos is intermingled with a sense of "time marching on," toward, let us hope, a better day, in which all battlefields will be utilized for such a glorious and beneficial purpose.

With Professor Ohl acting as our guide in these blood-hallowed fields, we had pointed out to us several historic monuments, including the National Memorial Arch erected by the federal government, a classic structure familiar in type to teachers of the classics. Likewise did the watch tower on Mount Joy prove of interest to many who climbed to its summit to view the surrounding terrain with the naked eye—a distance of some ten to fifteen miles. (And who was it who failed to return to the bus in time, and had to have a searching party sent for him?)

There was no one of those who visited Washington's Headquarters at Valley Forge but was charmed by the simplicity and wholesomeness of early American living; and the house itself and its furnishings would have delighted a connoisseur of Americana of the eighteenth century, as well as the gardens of fragrant flowers, and the log house filled with treas-

ures and mementoes from the same period.

Reluctantly leaving this delightful spot, we climbed into our commodious vehicles, and rolled along over smooth but narrow highways toward a shrine recently built to commemorate the Father of our Country. Like an exquisite jewel, the Washington Memorial Chapel is set high upon a tree-studded knoll overlooking the valley. Though built in this century, the chapel exudes the air of Old Worldliness. The interior of the Chapel is ornate. With painstaking thoroughness it tells the story of the creation, rise, and progress of the American nation, in fabric, furnishings, and records of heroic self-sacrifice. In the niche at the right of the altar, a small bronze statue, the work of Franklin Simmons, American sculptor, represents Washington bearing the burdens of war. Washington's prayer for the nation is illuminated on vellum at the foot of the Cross in the Chapel. A few restful moments spent listening to the clear bells of the carillon brought to a close a memorable afternoon.

The program, the sessions of which were held in Roberts Hall, consisted of papers on cultural background and techniques of teaching, and illustrated lectures. They showed varied aspects of Latin teaching, touching upon salient points in which Latin teachers of both the college and the secondary school are interested, preserving a nice balance between the two—a feature which was due to the long and careful planning of the Program Committee.

Only attendance at the meeting and careful attention to every thought expressed could possibly do justice to the fine papers which were presented. However, a few random quotations may be of interest:

"Much good work of the world has been done by dull people who have done their best."

"... elderly disapproving ring of classicists (who) mutually admire and claw one another" (quoted from L. Pearsall Smith).

"Some should pursue Latin for only one year, and leave heartier fare to hardier souls."

"Graffiti were written by persons who perpetrated misspellings and perpetuated information. Graffiti quote Vergil thirteen times."

"Movies have discovered that life is a chase. The outward and not the inward nature of things is observed and wondered about."

"The terse and lapidary quality of

Latin is transmitted by the stones" (quoted from Heinrich Heine).

"It is nonsense to read anything (Latin especially) from which you do not carry away ideas."

"If we don't make Latin have meaning, we'll be teaching something else."

"Teachers must organize material so that the child may see it as a unit."

"Come to the oracle and get it."

"Broaden the child's perspective to give him an idea of continuing Latin."

At the meeting of the Council of the American Classical League on Thursday evening, officers and committee chairmen reported to the national organization. At this session the Constitution was amended so that the Chairman of the Committee on the Junior Classical League, at present Miss Estella Kyne, automatically becomes a member of the Council. When the Constitution was adopted the Committee on the Junior Classical League did not exist. Also, at this meeting of the Council the next Latin Institute was set for June, 1951, at Miami University, Oxford, Ohio.

We should not forget the impromptu meetings of several kinds, announced and held most informally in the Dining Hall—viz., of members of the Vergilian and Horatian cruises, of state chairmen of the Junior Classical League with Miss Kyne as guiding spirit, of members of Delta Kappa Gamma. In fact, President Agard was heard to quip, "I think I'll have a table for the friends of Agard!"

The 1950 Institute afforded an ideal opportunity for teachers of the Northeastern area of the United States to attend, and, secondarily, for those of other sections to become acquainted with them. The Council has deemed it advisable to have the Institute in alternate years in different sections of the country, to give more members the opportunity to attend.

The pervading peace of Haverford College, the kindliness of the Quakers and their genuine concern for our welfare, in contrast with the world's turmoil and unrest, inspire a quotation from a printed prayer published by the Washington Memorial Chapel: "Peace—permanent peace—is today the most desired thing on earth. To bring about such a peace, we have fought two world wars with staggering loss of human lives. To establish such a peace, we have tried every device known to and planned by man. Nevertheless, permanent peace is still but a vague dream . . . We cannot attain peace through plans made by man alone; we can realize it only by working for peace, fortified and

strengthened through an undying faith in the Universal and Omnipotent God . . . 'Whatsoever ye shall ask, believing, ye shall receive.' Together with the other millions of the earth, let us pray!"



AMERICAN CLASSICAL LEAGUE CITATIONS

Beginning in 1943, The Council of the American Classical League has been awarding to Americans of distinction a citation for "meritorious and distinguished service in behalf of the humanities," and, in particular, of the classics, in American life. The citation is given to but a few persons each year, and only to those who voluntarily, enthusiastically, and without self-interest have on many occasions championed the cause of the classics in public.

The 1950 citations went to two persons—Mr. Mark Van Doren, author and teacher; and Lt. Col. S. G. Brady, F. A., Rtd., whose book, *Caesar's Gallic Campaigns*, addresses to classical associations, and contributions to the pages of THE CLASSICAL OUTLOOK are known to all members of the American Classical League.

In acknowledging his citation, Colonel Brady wrote:

"I accept with great happiness the citation awarded me by the Council of the American Classical League; with happiness, and at the same time with humility. I feel that I have done little to deserve such an honor, but let me assure you that I will in the future make every effort to merit the award.

"I have had so much pleasure from my Latin and Greek that I have simply tried to lead others to experience the same pleasure. And especially in these days of utilitarian and pseudo-scientific education, it seems to me that if anyone at all can be influenced to go on with the study of the Humanities, a valuable service has been done our country."

Those cited in former years include Bernard Baruch, Goodwin B. Beach, Lane Cooper, Harry Emerson Fosdick, Virginia C. Gildersleeve, H. J. Haskell, John Kieran, Roscoe Pound, Lucien Price, J. W. Rainey, Lowell Thomas, Dorothy Thompson, Tom Wallace, Thornton Wilder, Robert N. Wilkin, A. M. Withers, and Ernest H. Wright.

Suggestions for the 1951 citations may be sent to the President of the American Classical League, Professor Walter R. Agard, University of Wisconsin, Madison 6, Wis. —L. B. L.

AMERICAN CLASSICAL LEAGUE—REPORTS OF OFFICERS

REPORT OF THE PRESIDENT

This report is being written immediately following our Institute meeting at Haverford. Those who were present need no reminder of the success of that meeting, where representatives of the League from all parts of the country enjoyed three days of good fellowship, a program of exceptional value, with variety, color, and pace, and an atmosphere of idyllic charm. Our special gratitude is due Haverford College, Raymond T. Ohl, Chairman of the Committee on Local Arrangements, and Mars M. Westington, Chairman of the Program Committee. By now the tradition of this annual Institute has become firmly established, as a force generating ideas and enthusiasm for the cause of the classics.

The American Classical League has enjoyed good health this past year. Our membership is 65 greater than a year ago; membership in the Junior Classical League is over 1000 greater than a year ago; our cash balance is over \$2000 larger than a year ago, with increased receipts in every category. These figures reflect the increasing service rendered by the League.

Important work has been done by our committees. A committee has been defined as "a group of people who, individually able to do nothing, meet together to decide that nothing can be done." This definition decidedly does *not* apply to any of our committees! They have been doing a great deal. The energy and imagination of the JCL Committee is evidenced by the increased number of our junior members. I am glad to announce that our Constitution has been amended so that the chairman of this committee, Miss Estella Kyne, is now a member of the Council. Results of the recent work of the committees on Public Relations (Mrs. Pauline Burton, Chairman), Humanities Courses (N. R. Pratt, Jr., Chairman), and Recruiting Latin Majors and Teachers (Ortha Wilner, Chairman), will appear in notable publications this coming year. The Service Bureau, under Wilbert Carr's inspiring leadership, has thoroughly revised previous materials and prepared many new ones. THE CLASSICAL OUTLOOK, as we all realize, has more than maintained its fine previous record. And our Secretary-Treasurer, Henry C. Montgomery, has kept the office at Oxford running

smoothly and efficiently with the able help of Marie Cawthorne and Polly Jones. Mrs. Cawthorne is retiring this year, with the cordial thanks and good wishes of the League, but Mrs. Jones will carry on.

We welcome Norman J. DeWitt as a new member of the Council, and Della Vance and F. Stuart Crawford as new members of our Executive Committee.

The 1951 Institute will be held at our headquarters in Oxford, Ohio, with Professor Franklin B. Krauss serving as Chairman of the Program Committee.

We have good reason for confidence as we face the coming year. There are plenty of problems and difficulties these days for classics teachers, but, as the recent Institute demonstrated, we are taking them in our stride.

—WALTER R. AGARD
President

REPORT OF THE SECRETARY FOR THE YEAR 1949-50

Comparative Membership Table

	1950	1949
Annual	3008	2845
Life	50	54
Patrons	3	1
Supporting	19	15

Total.....3080.....2915

Junior Classical League: Total

1950.....11,432 1949.....10,389

REPORT OF THE TREASURER FOR THE YEAR

MAY 1, 1949—MAY 1, 1950

CURRENT FUNDS

Receipts

Annual Dues.....	\$2765.95
Junior Classical League.....	6540.81
Patrons	75.00
Supporting Members.....	95.00
Material Sales	8031.82
Advertising	381.68
Combinations Received.....	2395.50
Emergency Fund.....	25.00

Total \$20310.76

Disbursements

Purchase of Material.....	\$1709.98
Junior Classical League.....	4207.87
Postage	780.77
Combinations Paid.....	2404.95
Printing and Stationery.....	1198.57
Office Supplies.....	463.77
Office Equipment.....	130.85
Clerical Help.....	4168.30
Extra Clerical Help.....	276.34
THE CLASSICAL OUTLOOK.....	2062.50
Miscellaneous	82.52
Auditing	25.00
Council Meetings.....	226.75
Teachers' Lists.....	34.00
Director's Expenses.....	183.16

Total.....\$17955.33

Investment Account.....	\$3700.00
Savings Accounts.....	2500.00
Interest on Savings.....	198.66

—HENRY C. MONTGOMERY
Secretary-Treasurer

REPORT OF THE DIRECTOR OF THE SERVICE BUREAU

For the past twenty-seven years the American Classical League has maintained a Service Bureau for Classical Teachers. The Bureau was established in 1923 when it became apparent to the officers of the League that teachers of Latin and Greek in the secondary schools of the country would require a great deal of first aid, second aid, and so on up if they were going to put into practice the recommendations on objectives, content, and method which were to be found in the forthcoming Report of the Classical Investigation of 1921-1924.

Precedents for such a bureau existed in several educational institutions, notable among which was that at the University of Wisconsin under the direction of Miss Frances E. Sabin. And so Miss Sabin was invited to transfer her stock of materials and her monthly publication called *Latin Notes* to New York City and to set up a national service bureau under the joint auspices of the American Classical League and Teachers College of Columbia University. In 1930 the Bureau was transferred to Washington Square College of New York University, when Miss Sabin accepted an associate professorship at that institution. On Miss Sabin's retirement in 1936, Miss Dorothy Park Latta became Director. After the headquarters of the League and the Bureau were transferred to Vanderbilt University in 1942, Miss Latta continued the work of Director *in absentia* for a period of two years. For the succeeding five years the work of the Director was carried on by the Editor of THE CLASSICAL OUTLOOK, Professor Lillian B. Lawler, with the cooperation of two successive Secretary-Treasurers, Professor Clyde Pharr at Vanderbilt and Professor Henry C. Montgomery at Miami, and with the loyal and capable services of their respective office assistants. Meantime the need for a Director was becoming increasingly obvious to members of the Council of the American Classical League. Teaching material such as that offered by the Service Bureau should be reviewed frequently. Book lists, for example, must be kept up to date. New material, sent in for publication, must be evaluated carefully, if the

list of offerings is to be kept well balanced and duplication avoided.

When I accepted the directorship of the Bureau in June, 1949, I fully expected to retire from active teaching on September 1, and thus to be able to devote a considerable part of my *otium cum dignitate* to the *negotium* of the Bureau, mostly *in absentia*. It was agreed that I should spend a month or so at the League headquarters at Miami University in order to study the needs of the Bureau at first hand. However, at the opening of the academic year I received a call to serve as part-time visiting professor at the University of Kentucky. I accepted this call with the understanding that I should be allowed to spend an occasional week-end at League headquarters.

I have been able to make only six visits to headquarters, but I believe that these six short visits have been more fruitful than the proposed one long visit would have been. The total cost of travel certainly has been much less. On the other hand, the teaching appointment has reduced the amount of time and energy which I had expected to give to the Bureau. I have, during the year, been able to make a rather thorough inventory of stock, and many items, however useful when first published, have been marked for revision or discard. Several items have been revised, and eighteen new items have been published. Also, many letters of inquiry have been answered.

A good beginning has been made on collecting data concerning local and state organizations of teachers of the classics so that publicity material may be made available at their meetings. Plans are under way for organizing a simple and inexpensive method of providing prospective employers with information about available teachers of the classics.

During the year the Bureau has sold more than \$8000 worth of material. These sales range from five cents up, and probably represent no fewer than 15,000 individual orders. We all owe a debt of gratitude to Mrs. Cawthorne and Mrs. Jones for the efficient way in which they have, during the past three years, handled this vast mail-order business in addition to performing their many duties as assistants to the Secretary-Treasurer of the League and the Business Manager of the OUTLOOK.

I can not close my report without expressing my deep appreciation to the Editor of THE CLASSICAL OUTLOOK for the generous amount of her

precious space which she has granted in each number for what has sometimes been irreverently called the Sears-Roebuck section—namely, the listing of Service Bureau material, new and old. The Bureau could not serve so well—indeed, *mea quidem sententia*, it could not continue to exist—without this monthly reminder to readers of the OUTLOOK.

—W. L. CARR
Director

REPORT OF THE EDITOR OF THE CLASSICAL OUTLOOK

In the fourteenth volume of THE CLASSICAL OUTLOOK (the twenty-seventh in the continued *Latin Notes* series), the editorial policies of the preceding year were continued. The volume contained 96 pages over all, of which 9½ pages were devoted to advertising. A total of 82 persons, from 25 different states, contributed material for the volume.

The Editor feels that the quality of the articles published in this volume was particularly high. It has always been the policy of the OUTLOOK to present to its readers articles of three different types—(1) scholarly-popular articles of an informational nature, well written by experts for the high-school teacher and the cultured layman; (2) articles of an inspirational nature for teachers of the classics; and (3) pedagogical articles of a highly practical nature. In this volume appeared outstanding examples of all three types. The verse in the volume, also, was of high standard.

The good nature and forbearance of our contributors continues to delight us and to make things easy for us. The great abundance of accepted material always on hand has forced some of our long-suffering writers to wait for two years or more before their work sees the light of day; but our writers have never lost patience with us.

Errors have been kept at a minimum, we believe. With the exception of one rather horrible typographical blunder in the February issue, we have not, I believe, disgraced ourselves to any marked degree. The lateness of some issues was not due to any defection on the part of the editorial staff, but rather to such cataclysms as strikes, blizzards, and curtailment of postal services. In our delays we have not been unique among educational periodicals.

In the volume the Editor made a particular effort to cooperate with Eta Sigma Phi in its reactivation program, and with Miss Estella Kyne

and Miss Essie Hill in their fine work on the Junior Classical League and other high-school classical clubs. Also, it has been a great pleasure to cooperate with Professor W. L. Carr in his magnificent revision and expansion of the Service Bureau materials.

During the year the Editor represented THE CLASSICAL OUTLOOK at a Conference on the Goals of Classical Scholarship at Princeton University, on September 8 and 9; and at a meeting of editors of classical periodicals in Baltimore on December 28. Also, the Editor has cooperated in a study of standards of written style in educational periodicals, being made by Professor J. R. Shannon, of Sacramento State College, California.

The Editor wishes to express her gratitude to her two fellow-editors; to all 82 patient contributors; to the officers of the American Classical League; to the office staff in Oxford; and, above all, to our readers, for their unfailing kindness and cooperation. Thanks to all of them, it has been a memorable year.

—LILLIAN B. LAWLER
Editor

NOTES AND NOTICES

Officers of the Classical Association of the Middle West and South for 1950-51 are: President, Clarence A. Forbes, of the Ohio State University; First Vice-President, Esther Weightman, of Wisconsin High School, Madison, Wis.; Secretary-Treasurer and Representative to the American Classical League, William C. Korf-macher, of St. Louis University; and Editor of *The Classical Journal*, Clyde Murley, Northwestern University.

Officers of the Classical Association of the Atlantic States for 1950-51 are: President, Franklin B. Krauss, of the Pennsylvania State College; Vice-Presidents, Emilie Margaret White, Director of Foreign Languages, Divisions 1-9, Washington, D. C., and Emory E. Cochran, of the Fort Hamilton High School, Brooklyn, N. Y.; Secretary-Treasurer and Representative to the American Classical League, Eugene W. Miller, of the University of Pittsburgh; Editor of *The Classical Weekly*, Harry L. Levy, of Hunter College of the City of New York.

Officers of the Classical Association of New England for 1950-51 are: President, William C. Greene, of

Harvard University; Vice-President, Margaret H. Croft, of the Crosby High School, Waterbury, Conn.; Secretary-Treasurer and Representative to the American Classical League, F. Stuart Crawford, of Boston University.

Officers of the American Philological Association for 1950 are: President, Lucius R. Shero, of Swarthmore College; First Vice-President, William C. Greene, of Harvard University; Second Vice-President, T. Robert S. Broughton, of Bryn Mawr College; Secretary-Treasurer and Representative to the American Classical League, Meriwether Stuart, of Hunter College of the City of New York; Editor, Phillip H. DeLacy, of Washington University, St. Louis, Mo.

Officers of the Archaeological Institute of America for 1950 are: President, Hugh Hencken; First Vice-President, Mary Hamilton Swindler; General Secretary and Representative to the American Classical League, Van L. Johnson; Treasurer, Seth T. Gano; Recorder, Christine Alexander; Editor of the *American Journal of Archaeology*, Glanville Downey; Editor of Non-Technical Publications, Jotham Johnson.

The first meeting of the Fédération Internationale des Associations d'Études Classiques was held from August 28 to September 3, 1950, in Paris. The American Philological Association is a member of the Fédération.

MATERIALS

Miss Florence E. Raanes, of the Milne School, The New York State Teachers College, Albany, N. Y., has prepared a mimeographed list entitled "Audio-Visual Aids and Other Realia for the Teacher of Latin." Copies are available, while they last, at 15¢ each.

Professor Clyde Murley's attractive pamphlet, *Classical School Days*, may still be obtained from the author, at 629 Noyes St., Evanston, Illinois. Although devised primarily as a Latin Week Bulletin, the pamphlet can be used for class or club work. It is a 16-page folder, with rich material on etymology, Greek and Roman life, literature, etc. Copies of the former Latin Week Bulletins, *The Latin You Speak Today* and *Roman Red-Letter Days*, are also available from Professor Murley. Prices for all three are: 1-24 copies, 10¢ each; 25-99 copies, 7¢ each; 100 or more, 5¢ each.

AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5¢ for the bank service charge. If you must defer payment, please pay within 30 days. Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. CARR, Director

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The Service Bureau announces the following materials for the Junior Classical League:

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JCL seals, one inch in diameter, bearing the JCL emblem in purple and gold. Dye-cut, ten seals to a sheet. Price, 10¢ a sheet.

JCL stickers, for notebook or for automobile. Approximately 3 1/4 inches square, printed in purple and gold. Specify type desired—for notebook or for automobile. Price, 3 for 5¢

The Service Bureau, in cooperation with the Archaeological Institute of America, offers the following new catalogue:

A Catalogue of Visual Aids for the Civilization, History, Art, Archaeology, and Literature of Egypt, the Bible Lands, Mesopotamia, Greece, Rome, and Pre-Colonial America. By Dorothy Burr Thompson. Price, 50¢

The Service Bureau has for sale the following items previously published:

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b) The subject, direct object, and predicate noun in Latin
2. a) First declension case-use-ending drill
b) Present tense, Active voice, First conjugation
3. a) Second declension, masculine
b) Second declension, neuter
4. a) Present tense, Passive voice, First conjugation
b) Sum in the Present, Imperfect, and Future Tenses
5. a) Hic - haec - hoc
b) Ille - illa - illud
6. a) Imperfect tense, Active voice, all conjugations
b) Future tense, Active voice, all conjugations
7. a) Grammar test for the first half year
b) Test on quis, is, hic, and ille in use
8. a) Third declension, masculine and feminine
b) Third declension adjectives, two terminations
9. a) Perfect tense, Active voice, all verbs
b) Perfect tense, Passive voice, all verbs
10. a) Drill on forms of ego, tu, sui
b) Test on use of ego, tu, sui, is, and qui
11. a) Regular comparison of adjectives
b) Regular comparison of adverbs
12. a) Grammar test for the First Year
b) Continued

SECOND YEAR RECORDINGS LISTED

- 1) A—Reading Vocabulary For The Second Year (Bk. 1, Caesar, Ch's 1-4)*
B—Reading Vocabulary For The Second Year (Bk. 1, Caesar, Ch's 5-8)*
 - 2) A—Reading Vocabulary For The Second Year (Bk. 1, Caesar, Ch's 9-13)*
B—Reading Vocabulary For The Second Year (Bk. 1, Caesar, Ch's 14-19)*
 - 3) A—Reading Vocabulary For The Second Year (Bk. 1, Caesar, Ch's 20-28)*
B—Reading Vocabulary For The Second Year (Bk. 1, Caesar, Ch's 29-41)*
 - 4) A—Reading Vocabulary For The Second Year (Bk. 1, Caesar, Ch's 42-54)*
B—Reading Vocabulary For The Second Year (Caesar, Beyond Bk. 1)*
- *Arranged in order of first occurrence
- 5) A—New York State Mastery List, English to Latin (ab-ec)*
B—New York State Mastery List, English to Latin (eques mille)*
 - 6) A—New York State Mastery List, English to Latin (mitto-propter)*
B—New York State Mastery List, English to Latin (pugno-vulnus)*
- *Arranged from English to Latin, Alphabetically
- 7) A—Drill on Second Year Adjective-Noun Combinations
B—Drill on Second Year Adjective-

- Noun Combinations
- 8) A—Drill on Subjunctive Tense Forms, Third Singular, Active
B—Drill on Subjunctive Tense Forms, By Sequences, Active and Passive)*

*Third Persons Singular, Present-Perfect, Imperfect-Pluperfect

- 9) A—Explanation of Seven Basic Uses Of The Subjunctive Mode
B—Drill On Identifying Seven Basic Uses From English Sentences
- 10) A—Explanation And Drill In English On Indirect Statement
B—Drill in Translating Into Latin Subject Accusative and Infinitive
- 11) A—Drill on the Twenty-Nine Third Conjugation Verbs on the Second Year Mastery List, Repetition of Principal Parts
B—Drill on the Principal Parts of First, Second, Fourth, and Irregular Verbs on the Second Year Mastery List
- 12) A—Test on the Syntactical Principles Common to the Second Year.
B—Test on the Syntactical Principles of the Second Year (cont.)

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FIRST YEAR RECORDS

(All records are two sides, a-b)

1. a) English tenses of "call", unison
b) Identifying for tense and voice
2. a) Unison review of active tenses
b) of all conjugations
3. a) Test, 1st singular, active, all conjugations and "sum"
b) Test, 2nd person, active, etc.
4. a) Test, possible forms given root plus personal ending
b) Unison perpetual motion in verbal endings for tenses
5. a) Test on four conjugations, active and passive, English to Latin
6. a) Test, First conjugation, active, passive
b) English to Latin, Latin to English
7. a) Test, First and Second declensions, vocatives
b) Test, hic, ille, qui with First, Second declensions
8. a) Test, noun-adjective combinations, three declensions
b) Test, First conjugation, active, passive, imperatives
9. a) Rules for the first half year drilled
b) Rules for the first half year tested
10. a) Test, all genitives singular, including "jus" types
b) Test, all datives singular, including "i" types
11. a) Test, all ablatives singular, all types
b) Test, all genitives plural, including "i" stems
12. a) Participles, explanation, drill, meaning
b) Infinitives, explanation, drill, meaning
13. a) Test on derivations from given English
b) Definition to Latin derivative

CTO SECOND YEAR

CUT-TO-ORDER

1. a) Indicative review, First conjugation synopsis, active, passive
b) Original drill on First conjugation subjunctive forms
2. a) Indicative review, Second conjugation synopsis, active, passive
b) Original drill on Second conjugation subjunct, with "ut" and "cum"
3. a) Indicative review Third conjugation synopsis active, passive
b) Original drill, Third conjugation

- subjunctive, with "ut" and "cum"
4. a) Indicative review Fourth conjugation synopsis, active, passive
b) Original drill, Fourth conjugation subjunctives, "ut" and "cum"
5. a) Secondary drill, all conjugations, active, passive
b) From given first principal part
6. a) Unison repetitive verbal terminations drill
b) All subjunctives, active and passive
7. a) Drill on Five Famous Irregular verbs, e. o. possum, fero, volo, nolo
b) Indicative and subjunctive
8. a) Possible verb forms of First conjugation verb, English to Latin, including infinitives, participles, gerunds
b) Possible verb forms of Second conjugation, etc.
9. a) Possible verb forms of Third conjugation verb, etc.
b) Possible verb forms of Fourth conjugation verb, etc.
10. a) Random forms of five declensions from given nominative
b) Identifying random subjunctives for tense and voice
11. a) Seven ablatives which sometimes or always use prepositions, explained
b) Identifying and translating from and to Latin
12. a) Ten ablatives which never use prepositions, explained
b) Identifying and translating from and to Latin
13. a) Identifying and translating ten ablatives without prepositions
b) Identifying and translating seven ablatives never using prepositions
14. a) Seven uses of the accusative, explained
b) Drill on identifying and translating from and to Latin
15. a) Seven uses of the dative, explained
b) Drill on identifying and translating from and to Latin
16. a) Explanation of Cum Circumstantial, Cum Causal, Cum Concessive
b) Drill on similarity of Latin expression, tenses used
17. a) Key memory phrases from the Argonauts, answer check*
b) Covering first fifty phrases to be learned
18. a) Key memory phrases from the Argonauts, answer check*
b) covering last forty-five phrases to be learned

NOTA BENE:

Second Year Vinylite records cover Caesar Reading vocabulary and Mastery list, Numbers 1-6

CTO THIRD YEAR

CUT-TO-ORDER

1. a) Cicero Reading vocabulary found in Caesar, Book one*
b) one hundred and seven words with answer check
2. a) Cicero Reading vocabulary, First Oration, first occurrence*
b) listed by chapter with answer check
3. a) Cicero Vocabulary beyond Caesar, Book One, and First Oration*
b) Listed alphabetically with answer check
4. a) Explanation of four major Conditions
b) Drill on identifying
5. a) Explanation, drill, all imperatives, including specials, deponents
b) Drill test on all types of verbs
6. a) Unison drill on Sixty Special Words With Special Cases
b) continuation
7. Test on Sixty Special Words With Special Cases
b) continuation
8. a-b) Free verse rendition of Pyramus and Thisbe

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